**EXTEMPORANEOUS SPEAKING (EXTEMP)**

Extemporaneous speaking is an event which teaches students to research, analyze, organize, and express their ideas quickly. Speakers are allowed only thirty (30) minutes for preparation of a speech that will last between six (6) and seven (7) minutes. The topics for the speech are questions about current events taken from Newseek, U.S. News and World Report, and Time magazines. For tournaments during the year, topics will be taken from the previous eight (8) weeks of magazines. For the state qualifying tournament and the state tournament, the topics will be taken from magazines beginning January 1 of the tournament year. There is a National and International division. Students draw three topics each round and must make an immediate decision as to which they will use. Because the topics are specific in nature, students are allowed to use published materials when preparing the speech.

**Tournament Requirements**

1. Preparation time is thirty (30) minutes.

2. Published materials may be used in preparation.

3. Highlighting may be used on articles if it is all one color.

4. No notes are allowed during the actual speech. Some leagues may allow notes in novice division.

5. Maximum speech time is seven (7) minutes. There is no minimum time, although something over five (5) minutes is preferable.

**Preparing the Extemp File**

1. Some people set up an index listing the magazine articles under specific headings.

2. Others place the individual articles in topical folders and then in file boxes. This allows the speaker to have all pertinent articles in one place.

3. Individual schools are responsible for bringing their own resource materials and files.

**Preparing the Speech**

It is important to know how to spend the time to prepare an extemp. The following is a suggested procedure to follow, but each speaker will eventually decide what works best for him/her.

1. Decide quickly which of the three topics drawn would make the best speech. The speech must answer one of the three questions.

2. Next, gather all of the relevant published materials from the file.

3. Prepare a thesis statement that answers the question chosen. Decide on logical divisions for the main points.

4. Prepare the outline making sure to stay within the topic. Put in any specific facts, quotes, etc., that are appropriate.

5. Finally, create a good introduction. Quotations, familiar sayings, anecdotes, provocative or rhetorical questions, humorous stories, or cartoons can be used. Beware of “canned” introductions which are overused. Be sure to include the questions, thesis, and signposting so the audience will know what will be covered.

6. Do not spend more than fifteen (15) minutes writing the outline. Use the remaining time to practice the speech.

**Practicing the Speech**

1. Practice with the outline.

2. Practice without the outline

3. Practice while walking around.

Because it is not easy to learn how to divide the time, extemp requires daily practice. Some people prepare a speech each day and give it in the shower.

**SAMPLE TOPICS FOR NATIONAL EXTEMPORANEOUS SPEAKING**

How can the U.S. strike a balance between liberty and security?

What are the risks for chemical or biological attacks?

What caused the downfall of Enron?

How safe and solvent is the airline industry?

How has the U.S. economy been terrorized?

Why did the Fed.’s go easy on Microsoft?

What happens to all of the funds donated to the Red Cross?

What can Robert Muller III do to reform the FBI?

Should the U.S. adopt a national identification card?

What can be done to ease the high cost of a college education?

SAMPLE TOPICS FOR INTERNATIONAL EXTEMPORANEOUS SPEAKING

Why might Arafat be an obstacle to peace?

What must Karzai do to establish peace and security?

What is Tony Blair doing to help in the case against bin Ladan?

Why is Saudi Arabia an uneasy ally?

What is the future of al-Qaeda?

How extensive is bin Laden’s invisible network?

What can be done to stop the trade in nuclear contraband?

Can freezing its financial supply line stop terrorism?

Can the women of Islam ever be treated as the equal of its men?

Ballots are located in a different location. Click the links below

California High School Speech Association Ballot: National Extemporaneous

California High School Speech Association Ballot: International Extemporaneous

EXERCISE TO HELP STUDENTS PULL INFORMATION AND IDEAS FROM A MAGAZINE ARTICLE

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write a brief on a major news article from U.S. News and World Report, Time, or Newsweek.

Title of Article:

Source/Page:

Date of Article:

Take notes, considering the following:

**Introduction:**

I. The immediate causes for the discussion (problem or what is involved, and where is the impact?)

II. The origin and history of the problem: (background commentary in the article, including the scope of the problem.)

III. The definition of ideas and concepts within the article: (what suggestions are offered in the article and how do those involved suggest the implementation?)

IV. The clash of opinions:

A. One side contends.

B. An opposing side contends.

V. The issues resulting from the clash of these opinions:

A.

B.

C.

**AN APPROACH FOR PRACTICING EXTEMPORANEOUS SPEAKING**

**Requirements**

• A central idea written in the form of a question

• A strong attention step which should be memorized

• Transition statements included throughout the speech between major and minor points.

• Introduction (external summary – state three main points).

• Topical outline (use only one notecard, no larger than 4”x6”).

• Label your support (on the sentence outline only).

• Use 100 percent eye contact during Attention Step, Transition, Introduction, Main Points, Subpoints and Restatement.

Check Points

• Refer to extemp file to obtain information on selected topic.

• One sentence outline to be turned in.

• One 4” x 6” notecard (topical outline to be used while delivering the speech).

• Rehearse five or more times.

• Time – seven (7) minutes.

• Eye contact 80% of the time.

• In competition, preparation is only thirty (30) minutes.

**Method**

• Select topic from a national news magazine (such as U.S. News and World Report, Time, Newsweek, etc.). This is a very concise speech answering one specific question. The topic should answer your question from the central idea.

• Write out the three main points [these are the “external summary”]; they should answer the question in a general way with a specific intent.

• Find and write out supportive material from the prime source plus at least two other sources. (Other types of media: enrichment magazines such as – The Economist, Forbes, World News Digest, newspapers such as New York Times, Washington Post, London Times, TV or radio journalism).

• Use a stock story (attention step) or situation to start the speech. Get right to the point; do not wander. Tie the attention step very clearly to the external summary.

• After stating the external summary, go back to point number one and make an internal summary of supportive material. Do the same for all remaining points. Then analyze the minor subpoints, including as much detail as possible.

• To conclude the speech, restate the three main points referring to the opening attention step, showing how it fits in and applies to the information just related.

• This is a speech of learned, experienced, and calculated opinion. Competence and confidence are essential.

**EXTEMPORANEOUS SPEECH SENTENCE OUTLINE**

Central Idea: Write the central idea in the form of a question.

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Attention Device: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Transition Statement: The transition statement can be in the form of a question

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Introduction of the main issues which support the question. - (Sign Posting)

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summary II \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

III \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Transition (Sentence) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Body of Speech: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I. (Sentence)

A.

1.

2.

B.

1.

2.

Transition (Sentence) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

II. (Sentence)

A.

1.

2.

B.

1.

2.

Transition (Sentence) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 1

III. (Sentence)

A.

1.

2.

B.

1.

2.

C.

1.

2.

Transition (Sentence) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Restatement of Attention Step and I, II, and III.

Include the type of support. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ORGANIZING AN EXTEMPORANEOUS SPEECH USING UNIFIED ANALYSIS**

by Robert C. Carroll, associate director of forensics, Homewood-Flossmoor H.S., IL

In their influential article, “The Organization of an Extemporaneous Speech,” George Grice and L.D. Naegelin argue “there is no one best organizational pattern” for the body of an extemporaneous speech and that the organizational pattern the speaker utilizes is a function of the question that the speaker selects as a topic. They then suggest seven different patterns that a speaker might use to organize the body of the speech.

With all due respect to Dr. Grice and Mr. Naegelin, I must disagree with their conclusion and offer a superior alternative to their approach about organizing extemporaneous speeches; in short, I will propose the “one best organizational pattern.” My approach is based on another influential article, “Extemporaneous Speaking: Unifying the Analysis” by David Ross. To summarize his conclusions, Ross first argues that the organizational pattern the speaker utilizes is a function of the answer to the question and not the question itself. Ross then argues that the body of the speech serves as a justification for that answer, and not merely as “analysis” for the question. This organizational pattern unifies all the analysis offered by the speaker; hence, it has been termed Unified Analysis by Ross and his disciples, myself included.

Unified Analysis is so far superior to any other alternative that I have encountered in eight years as a competitor and three years as a coach that I must declare it the “one best.” In order to prove this contention, I will first, explain Unified Analysis and apply it to a variety of extemp questions which Grice and Naegelin outlined in their original article, and then, argue why Unified Analysis is superior to all other patterns.

**Types of Topics**

Before proceeding further, it is necessary to review the three types of extemp questions. These are (1) questions of fact, which ask for a description of an issue or a prediction of the outcome of an issue based on facts of the matter; (2) questions of value, which ask for an application of personal or societal norms to an issue; and (3) questions of policy, which ask for an evaluation of a solution or a prescription for a solution to a problem. The interrogatives used in asking questions of fact are either the descriptive nouns “is” and “are”, or the predictive pronouns “will” or “would.” The interrogative question of policy are “can” and “could.” Thus, the speaker can determine what type of question he or she is answering by examining the interrogative in the sentence.

In the world of extemp, there are two ways that these questions are asked: the first is through closed-ended questions, or closed questions; the second is through open-ended questions, or open questions. The closed question uses only one interrogative and asked for an unconditional affirmative or negative answer. With Unified Analysis, the answer is stated immediately after the question and the major points in the speech are reasons supporting that answer. In other words, the answer is stated first, and the speech serves as a justification for that answer; not the other way around, where analysis is offered and then an answer is finally reached. If the speaker does not offer the answer immediately after the question, then the speech does not have a thesis and the speech is essentially without purpose. By offering the answer first, then using the speech to support this answer, the speaker is also better able to decide what material is relevant to the speech. The rule: if the information does not answer the question, then it does not belong in the speech.

Also, with descriptive closed questions of fact, there is only one unconditional affirmative answer of “yes” and the unconditional negative answer of “no.” Conditional answers (“sort of”, “maybe”, “perhaps”, or “if/then”) are unacceptable. In factual answers, either it is or it is not; there is no middle ground. With predictive closed questions of fact, and closed questions of value and policy, conditional answers are acceptable if the speaker provides the conditions. Conditional answers, while acceptable, should be avoided for two reasons: first, because they bring terms of uncertainty into a

speech based upon certainty; and second, because the speech will be spent covering conditions, rather than providing justification.

**Examples**

Unified Analysis can now be applied to a variety of closed questions dealing with one topic: the possible removal of President Saddam Hussein from power in Iraq. Please note that none of these questions specifies the means of removal. The factual version of this question would read, “Will the United States remove Saddam Hussein from power in Iraq?” This question is asking for the speaker to comment on the benefits and costs of possibly undertaking this course of action. The value version of this questions would read, “Should the United States remove Saddam Hussein from power in Iraq?” This question is asking the speaker to evaluate the potential of the United States to actually remove Hussein from power. An answer would be phrased like this: “We can see that the United States [(will/will not), (should/should not), (can/cannot)] remove Saddam Hussein from power in Iraq for two important reasons: first, because ... and second, because ...

An outline of several extemp speeches answering closed questions using Unified Analysis follows:

**Question: “Is Japan now the most powerful nation in the world?”**

**Answer: No.**

Thesis: Japan is not the most powerful nation in world.

I. Because it is economically isolated.

A. does not provide leadership in APEC

B. does not forcefully advocate GATT

II. Because it is politically weak

A. trade struggles show external weakness

1. United States

2. South Korea

3. China

**Question: “Is Western Europe capable of providing for its own defense?”**

**Answer: Yes.**

Thesis: Western Europe is capable of providing for its own defense.

I. Because it lacks a powerful threat

A. downfall of the Soviet Union

B. disintegration of the Warsaw Pact

II. Because it has the resources

A. economic stability - EU market

B. political will - NATO expansion

**Question: “Can the Republicans continue as the dominant national party?”**

**Answer: Yes.**

Thesis The Republicans can continue as the dominant national party.

I. Because they are fielding winning candidates

A. attractive to conservatives

B. do not alienate moderates

II. Because they are co-opting winning issues

A. popular issues

1. death penalty

2. tax breaks

B. political reform

1. term limits

2. campaign financing

**Question: “Should tighter controls be placed on political campaign spending?”**

**Answer: Yes.**

Thesis: Tighter controls should be placed on political campaign spending.

I. Because it would recruit better candidates

A. candidates need not be personally wealthy

B. candidates need not pander to special interests

II. Because it would improve democracy

A. candidates need to meet voters

B. candidates need to provide substance

**Open Questions**

The open question, on the other hand, adds another interrogative, either “how” or “what,” and asks for sequential steps in proposing the answer. With Unified Analysis, the answer is stated immediately after the question, and the major points in the speech are the steps necessary for the answer. In other words, the proposal is stated first, and the speech serves as the sequence for the proposal; not the other way around, where analysis is offered and then a conclusion is finally reached. Once again, if the answer is not stated immediately after the question, then the speech does not have a thesis. By offering a proposal first, then using the speech to outline this proposal, the speaker is also better able to decide what material is relevant to the speech. The rule: if the information does not support the proposal, then it does not belong in the speech.

Also, with open questions, a positive answer is implicitly assumed in the question. Open questions do not ask if something will/should/can be done, they ask what or how something will/should/can be done. If the answer were not positive, then an open question would not have been asked in the first place.

Examples

Unified Analysis can now be applied to a variety of open questions dealing with one topic: the possible removal of President Saddam Hussein from power in Iraq. Please note that all of these questions assumes [sic] the removal is desirable. The factual version of this question would read, “How will the United States remove Saddam Hussein from power in Iraq?” This question is asking the speaker only how this event will transpire: the speaker must answer with the plan he/she thinks the U.S. will most likely use. The value version of the question would read: “How should the United States remove Saddam Hussein from power in Iraq?” Because this question is asking the speaker to provide the perfect operation for successfully undertaking this course of action, the speaker must answer with the plan he/she believes the U.S. should use. The policy version of this question would read, “How can the

United States remove Saddam Hussein from power in Iraq?” This question is asking the speaker to evaluate the potential plans of the United States to actually remove Hussein from power and provide the best alternative. The speaker must answer with the plan he/she thinks the U.S. can best use. An answer would go like this, “The United States [will/would/can] remove Saddam Hussein from power in Iraq by undertaking two courses of action: first, the U.S. must ... and second, the U.S. must ....

An outline of several extemp speeches answering open questions using Unified Analysis follows:

**Example: “How should Congress balance the federal budget?”**

**Answer: Increase revenues and decrease expenditures.**

Thesis: Congress should balance the federal budget by increasing revenues and decreasing expenditures.

I. Increase revenues

A. raise consumption taxes

B. raise personal income tax

II. Decrease expenditures

A. reduce entitlement spending

1. Social Security

2. Medicare

B. reduce defense spending

1. lack of Soviet threat

2. need for smaller, more mobile force

**Example: “How serious is the problem of urban decay?”**

**Answer: Very serious.**

Thesis: The problem of urban decay is very serious.

I. Decaying resources

A. deteriorating physical resources

1. capital

2. land

B. deteriorating human resources

1. education

2. job training

II. Decaying quality of life

A. constant violent crime

B. widespread poverty

**Example: “How did Reagan change the American Presidency?”**

**Answer: He was responsible for two major changes.**

Thesis: Reagan changed the American presidency by his use of the media and the popular image he created.

I. He changed the Presidential use of media

A. personal addresses

B. campaign commercials

II. He changed the popular image of the Presidency

A. populist leader

B. partisan leader

**Example: “What area of the Middle East is most necessary to U.S. security?”**

**Answer: Saudi Arabia**

Thesis: Saudi Arabia is the area of the Middle East most necessary to U.S. security.

I. Position makes it necessary to political security

A. moderate muslim state

B. friendly with Israel and Arabs

II. Position makes it necessary to economic security

A. largest petroleum producer in world

B. largest Near Eastern consumer of American goods

**Example: “What are the major effects of agricultural price supports?”**

**Answer: Twofold effect on agricultural production.**

Thesis: The major effects of agricultural price supports are an over-production of agricultural goods and an over-utilization of marginal land.

I. Overproduction of agricultural goods

A. contributes to market glut (Government cheese!)

B. contributes to inflated prices

II. Over-utilization of marginal land

A. contributes to ecological problems

B. contributes to inflated land prices

**Example: “How can the federal government best meet the needs of the unemployed?”**

**Answer: Focus on both the short- and long-term needs.**

Thesis: The federal government can best meet the needs of the unemployed by providing more workers’ compensation and more job training.

I. More workers’ compensation for short-term needs

A. universal health care coverage

B. food stamps and rent subsidies

II. More job training for long-term needs

A. apprenticeships for those under-skilled

B. skill grants for those displayed by technology

**Example: “Who is Dan Quayle?” [Obviously, we still wonder]**

**Answer: He is two main things [Understatement]**

Thesis: Dan Quayle is a conservative commentator and a Presidential hopeful.

I. He is a conservative commentator

A. social policy - family values

B. foreign policy - North Korea

II. He is a Presidential hopeful

A. solid base with religious right

B. appeal to moderate white middle-class.

**Superiority of Unified Analysis**

Now that I have explained Unified Analysis and applied it to several extemp questions, I will argue why Unified Analysis is superior to all other organizational patterns. First, understand that Unified Analysis is more than just an organizational pattern; it is an argumentative strategy that improves the speech. With Unified Analysis, the analysis in a speech serves a specific purpose: to assist in answering the question. Thus, there are no separate historic, economic, political, social, or religious points within a speech; rather, the ideas incorporated in each of these points are blended into arguments, each of which is strong enough to stand on its own. Examples incorporated into analysis become evidence supporting argumentation. Logical reasoning skills become more important than accumulated background knowledge, though the latter remains crucial.

Second, Unified Analysis recognizes the uniqueness of each question. Rather than molding analysis into a prepackaged format that treats every question the same, Unified Analysis allows the speaker to create a new, different, and unique speech for each question; in fact, with Unified Analysis, two speakers might even give the same answer to a question, but justify it by using completely different rationale. Thus, in a round of six speakers answering the same question, the answers would look very different from each other: Each speaker would have the opportunity to give a creative and original speech! Likewise, judges must rank the contestants on their thought processes and not the answers themselves; reinforcing the educational belief that there are no wrong answers, merely unsubstantiated ones.

Finally, Unified Analysis adjusts to meet the level of analysis required for the answer. For questions of fact which use the interrogatives “is” or “are”, U.A. (Unified Analysis) provides descriptive analysis, describing the facts. For questions of fact which use the interrogatives “will” or “would”, U.A. provides evaluative analysis. For closed questions of policy, U.A. provides evaluative analysis. For open questions of policy, U.A. provides descriptive analysis, prescribing a policy to resolve the situation. And [sic] for questions of value, U.A. provides normative analysis based on the norms and values of society to substantiate an answer.

Essentially, the superiority of Unified Analysis rests on the fact that it recognizes that the purpose of the event is to answer the question and justify that answer, rather than to analyze a topic and to draw a conclusion. Extemp speaking is the event where speakers receive their topics in the form of questions; extemp commentary is the event where speakers receive their topics as topics. Thus, in extemp commentary, the body of the speech serves no other purpose other than as a rationale for the answer. Granted, history, economics, politics, society, and religion, are all relevant to drawing a conclusion on a topic; however, given the time constraints in the preparation (thirty minutes) and the delivery (seven minutes) of the speech, the body of the speech must serve as a justification for the answer presented. Likewise, Unified Analysis recognizes that without an answer to the question, the speech lacks a thesis and is therefore not a speech, but merely a commentary. A thesis is necessary for an essay or a paper; and necessary for an extemp speech as well.

While I agree with Dr. Grice and Mr. Naegelin that no formula currently exists for the perfect extemporaneous speech, Unified Analysis provides the best organizational pattern and argumentative structure of any communications theory. The soundness of this theory is evident in its success on both the high school and college level in Illinois, where it has produced numerous state finalists and champions and national finalists and champions since its adoption.

Having made my case, I await replies to my article from Dr. Grice and Mr. Naegelin and any and all coaches and judges with suggestions and recommendations for improving this wonderful event.